

Additional Targeted Support and Improvement (ATSI) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Washington Elementary School	39685856042097	April 22, 2025	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Washington Elementary School for meeting ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:

Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities

To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.

Strategies to Address Goal #1 for ESSA Compliance:

Regularly review and align curriculum with state standards.

Provide targeted professional development opportunities for teachers to enhance their instructional practices.

Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency

Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.

Strategies to Address Goal #2 for ESSA Compliance:

Implement data-driven instructional practices to monitor student progress in ELA and Math.

Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

Goal #3: Safe and Connected School Environment

We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.

Strategies to Address Goal #3 for ESSA Compliance:

Conduct regular climate surveys to gather feedback from students, families, and staff.

Analyze attendance and behavioral data to identify trends and implement interventions as needed.

Offer family engagement activities and resources to foster stronger connections between school and home.

By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

Educational Partner Involvement

How, when, and with whom did your Washington Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Comprehensive Needs Assessment (CNA) process at our school followed a structured, collaborative approach aligned with the WestEd framework and School Site Council (SSC) guidance. This three-phase process ensured the collection of diverse data and stakeholder input to inform the development of a responsive and inclusive School Plan for Student Achievement (SPSA).

Phase One: Self-Reflection

The process began with a self-reflection phase in January 2025, during which 22 members of the school's instructional team—including teachers, administrators, and support staff—participated in the Four Domains CALL (Comprehensive Assessment of Leadership for Learning) survey. School leaders also completed a reflective self-assessment tool to evaluate practices aligned to the Four Domains for Rapid School Improvement. These tools captured internal perspectives on leadership, instruction, culture, and systems.

Phase Two: Quantitative Data and Artifact Review

In the second phase, the team analyzed Lodi Unified's accountability data—such as student attendance and achievement data found on the school's report card—alongside artifacts provided by the school. These artifacts included

examples of instructional practices, intervention supports, and systems for behavior and family engagement. This triangulation of perception data and hard evidence provided a well-rounded understanding of school performance.

Phase Three: Onsite Engagement

The third phase emphasized direct engagement with the school community through onsite interviews and focus groups. Stakeholders included teachers, classified staff, students, and parents. Forums such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), parent advisory groups, staff meetings, and student focus groups were all utilized to gather input, validate findings, and build consensus around the school's strengths and areas for growth. These forums ensured that all voices were heard and valued in shaping the SPSA.

Ongoing Engagement and Continuous Improvement

Our school is committed to ongoing collaboration with educational partners throughout the year to monitor progress and make necessary adjustments to the SPSA. The SSC will continue to serve as a key structure for reviewing data, evaluating the implementation of strategies, and refining actions based on impact. ELAC and parent advisory groups will receive regular updates and provide feedback to ensure alignment with the needs of English learners and other subgroups. Staff meetings will include regular time for reviewing data, adjusting instructional strategies, and ensuring that actions remain relevant and targeted.

To maintain clear and consistent communication with all stakeholders, we will use multiple strategies, including monthly newsletters, school-wide messaging apps, dedicated SPSA updates during parent meetings, and translated communications to reach all families. Student voice will continue to be elevated through classroom circles, surveys, and student leadership forums.

This inclusive and collaborative approach ensures that the SPSA is not only a reflection of data but also of the shared vision and priorities of the entire school community. By continuing to involve educational partners throughout the year, we are committed to creating a dynamic plan that evolves with the needs of our students and school.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI only.

Dashboard data identified a high Suspension Rate (Red) for Asian students, indicating a need for stronger Tier 1 behavior supports and preventative strategies to ensure equitable treatment and consistent behavioral expectations.

To address these inequities, the school is strengthening its MTSS framework, increasing staff capacity in data disaggregation and implementing more proactive Tier 1 supports aligned with PBIS.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Referring to the California School Dashboard image you provided, the following state indicators have overall performance in the "Orange" performance category:

1. Suspension Rate
2. English Language Arts
3. Mathematics

These indicators are areas of concern based on their performance level and require targeted interventions and strategies for improvement in the SPSA (School Plan for Student Achievement).

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “All Students” performance.

Based on a review of the 2024 California School Dashboard, there are no state indicators where the performance of any student group is two or more performance levels below that of the “All Students” group. All performance differences fall within one performance level, indicating relative consistency across student groups in relation to the overall school performance levels. While performance gaps still exist and require attention—particularly for English Learners and Students with Disabilities in English Language Arts and Mathematics—none meet the threshold of two or more levels below as defined by Dashboard criteria. Below are groups that fall into the Red on the Dashboard and will be focused on for this upcoming school year for improvement.

1. Suspension Rate

All Students: Orange

Asian: Red/ 1 level below

2. English Language Arts

All Students: Orange

English Learners: Red/ 1 level below

Students with Disabilities: Red/ 1 level below

3. Mathematics

All Students: Orange

Students with Disabilities: Red/ 1 level below

Steps Taken to Address Identified Areas of Need

Although no student group performed two or more performance levels below the “All Students” group, the school has implemented the following steps to address areas of concern identified in the Dashboard data, particularly for English Learners and Students with Disabilities in English Language Arts and Mathematics:

Targeted Academic Interventions

Intervention blocks have been established to provide additional support in foundational reading and math skills. Small-group instruction is aligned to specific student needs based on assessment data.

Professional Development for Teachers

Teachers participate in ongoing professional development focused on evidence-based instructional strategies, including training in the use of scaffolds and differentiation to meet the needs of English Learners and students with IEPs.

Expanded Use of Formative Assessments

Teachers are implementing regular formative assessments to monitor progress and adjust instruction in real time, with a focus on essential standards and priority skills.

Increased Access to Learning Supports

Students with Disabilities are supported through both push-in and pull-out models of instruction. Case managers work closely with general education teachers to ensure accommodations and modifications are implemented with fidelity.

Family Engagement and Communication

Bilingual outreach efforts and regular parent-teacher conferences aim to strengthen the home-school connection and build capacity for families to support learning at home, especially for English Learners.

Improved MTSS Structures

The school continues to strengthen its Multi-Tiered System of Supports (MTSS) by aligning academic, behavioral, and social-emotional interventions, and by ensuring that data teams meet regularly to monitor student progress and adjust supports.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Growth and Achievement

Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Washington Elementary School aims to enhance academic instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve a 5% increase in proficiency on the following universal measures in English Language Arts, Mathematics, and Science:

K-2 DIBELS Assessment

2nd-6th Grade Reading Inventory (RI)

3rd-6th Grade ELA iReady Universal Screener

3rd-6th Grade CAASPP English Language Arts

K-6th Grade Math iReady Universal Screener

3rd-6th Grade CAASPP Mathematics

5th Grade California Science Test (CAST)

California Dashboard: English Language Arts, Mathematics, and English Learner Progress Indicator (ELPI)

This targeted improvement will contribute to the overall academic growth and success of our students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #1- All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

LUSD LCAP Differentiated Assistance Goal: Differentiated Assistance: With the assistance of support staff and targeted intervention, English Learners, students with disabilities, and students experiencing homelessness will show growth in college and career readiness, math and ELA. Students experiencing homelessness will also show improvement in suspensions and chronic absenteeism.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of the 2024 California School Dashboard and local assessment data indicates that significant improvement is needed in the areas of English Language Arts, Mathematics, and English Learner progress. The All Students group performed in the Orange performance band for both ELA and Math on the Dashboard, falling short of the expected growth targets. Additionally, local iReady data shows that fewer than expected students in grades 2–6 are meeting benchmark levels on middle-of-year screeners in both ELA (22%) and Math (18%). Performance on the CAASPP reveals a similar pattern, with only 32% meeting standards in ELA and 24.88% in Math.

Performance gaps persist among student groups, particularly:

- * English Learners, who remain in the Red performance level in ELA
- * Students with Disabilities, who also performed in the Red for both ELA and Math
- * Asian student group, identified for ATSI due to a Red suspension rate, despite strong academic outcomes in other areas

To address these challenges, the school will focus in the 2025–2026 school year on:

- * Implementing Visible Learning instructional strategies, with an emphasis on Teacher Clarity, Learning Intentions, Success Criteria, and Formative Assessment
- * Strengthening the PLC process to ensure that teachers are using assessment data to identify essential standards, monitor progress, and collaborate on effective interventions
- * Expanding Tier 1 supports in both academic and behavioral areas to reduce suspension rates and ensure equity in access to quality instruction
- * Providing targeted professional development to support instructional planning, use of data, and differentiated support for high-need student groups

These actions aim to create more consistent, evidence-based teaching practices across classrooms and to close achievement gaps for underserved student groups.

To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented, as described in the Goals, Strategies/Activities, and Expenditures in this SPSA.

This goal is based on disaggregated data from the following sources:

- The 2023-2024 3rd - 6th CAASPP ELA Assessment
- The 2024 California Dashboard: ELA
- The 2024-2025 2nd-6th iReady MOY ELA Assessment
- The 2024-2025 K-2 MOY DIBELS Assessment
- The 2024-2025 2-6 MOY Reading Inventory (RI) Assessment
- The 2023-2024 3rd-6th CAASPP Math Assessment
- The 2024 California Dashboard: Mathematics
- The 2024-2025 K-6th grade iReady MOY Mathematics Assessment
- The 2023-2024 California Science Test (CAST)
- The 2024 California Dashboard: Science
- The 2024 California Dashboard: English Learner Progress Indicator (ELPI)

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-2 DIBELS Assessment	<p>During the 2024-2025 school year, 53% of Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.</p> <p>During the 2024-2025 school year, 32% of English Learner Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.</p>	<p>During the 2025-2026 school year, 58% of Kindergarten-2nd grade students will perform at or above grade level on the Middle of the Year (MOY) DIBELS assessment.</p> <p>During the 2025-2026 school year, 37% of Kindergarten-2nd grade English Learner students will perform at or above grade level on the Middle of the Year (MOY) DIBELS assessment.</p>
California Dashboard: ELA	<p>All Students were Orange on the 2024 California Dashboard. This was 57.2 points below standard.</p> <p>English Learners were Red on the 2024 California Dashboard. This was 81.4 points below standard.</p>	<p>All Students will perform Yellow and at 54.2 points below standard on the 2025 California Dashboard.</p> <p>English Learner Students will perform Orange and at 78.4 points below standard on the 2025 California Dashboard.</p>
3rd-6th Grade CAASPP English Language Arts	<p>During the 2023-2024 school year, 32% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA.</p> <p>During the 2023-2024 school year, 11% of 3rd-6th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in ELA.</p>	<p>During the 2025-2026 school year, 37% of 3rd-6th grade students will meet/exceed standards on CAASPP/SBAC Assessments in ELA.</p> <p>During the 2025-2026 school year, 16% of 3rd-6th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in ELA.</p>
2nd-6th iReady MOY ELA Assessment	<p>During the 2024-2025 school year, 22% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p> <p>During the 2024-2025 school year, 3% of 2nd-6th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p>	<p>During the 2025-2026 school year, 27% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p> <p>During the 2025-2026 school year, 8% of 2nd-6th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p>
3rd-6th Grade CAASPP Mathematics	<p>During the 2023-2024 school year, 25% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.</p> <p>During the 2023-2024 school year, 15% of 3rd-6th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.</p>	<p>During the 2024-2025 school year, 30% of 3rd-6th grade students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics.</p> <p>During the 2024-2025 school year, 20% of 3rd-6th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics.</p>

K-6 iReady MOY Mathematics Assessment	<p>During the 2024-2025 school year, 18% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p> <p>During the 2024-2025 school year, 3% of 2nd-6th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p>	<p>During the 2025-2026 school year, 23% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p> <p>During the 2025-2026 school year, 8% of 2nd-6th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p>
California Dashboard: Mathematics	<p>All Students were Orange on the 2024 California Dashboard for Mathematics. This was 61.4 points above/below standard.</p> <p>English Learners were Orange on the 2024 California Dashboard for Mathematics. This was 86.3 points below standard.</p>	<p>All Students will perform Yellow and at 58.4 points below standard on the 2025 California Dashboard for Mathematics.</p> <p>English Learners will perform Yellow and at 83.3 points below standard on the 2025 California Dashboard for Mathematics.</p>
5th Grade California Science Test CAST	<p>During the 2023-2024 school year, 3% of 5th grade students met or exceeded standards on CAST Assessment in Science.</p> <p>During the 2023-2024 school year, 0% of 5th grade English Learner students met or exceeded standards on CAST Assessment in Science.</p>	<p>During the 2024-2025 school year, 8% of 5th grade students will meet/exceed standards on the CAST Assessment in Science.</p> <p>During the 2024-2025 school year, 5% of 5th grade English Learner students will meet/exceed standards on the CAST Assessment in Science.</p>
California Dashboard: Science	<p>All Students: No Performance Color in 2024 This was 22.7 points below standard.</p> <p>English Learners: No Performance Color in 2024. This was 31.3 points below standard.</p>	<p>All Students will perform 18 points below standard on the 2025 California Dashboard for Science.</p> <p>English Learners will perform 17 points below standard on the 2025 California Dashboard for Science.</p>
California Dashboard: English Learner Progress Indicator	44.5% (Yellow) made progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.	46.5% (Green) will be making progress towards English language proficiency as demonstrated by the 2025 CA Dashboard.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	District ELA TOSA will play a pivotal role in advancing initiatives for K-3 early reading, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence-	All Students	\$0 Central Title I 1900 Other Cert Salaries District Funded ELA TOSA

	<p>based early reading strategies. Serving as an intervention teacher and resource, the ELA TOSA will enhance early literacy instruction to improve literacy outcomes for K-3 students.</p> <p>Modeling Lessons and Small Group Instruction:</p> <ul style="list-style-type: none"> * Available to model or co-teach SIPPS or Amplify lessons. * Support teachers in delivering effective lessons. * Provide flexible, short-term small group instruction <p>Collaboration/Scheduling/Planning:</p> <ul style="list-style-type: none"> * Work with site administrators to give input on professional development based on needs. * Work with the site principal to develop schedules for interventions, CORE visits, and data conferences. * Maintain consistent communication and interaction with administrators. <p>Assessment Support:</p> <ul style="list-style-type: none"> * Assist in DIBELS and SIPPS testing as needed. * Progress monitors own intervention students every 3 to 6 weeks. * Provide assistance to teachers with testing timelines. 		
1.2	<p>Site-Based .5 ELA Intervention Teacher: Supports K-6 District Literacy Initiative alongside ELA TOSAs</p> <p>Student Support: Provide targeted assistance to K-6 students who need extra help with literacy skills, such as reading and writing.</p> <p>Collaboration with ELA TOSAs: Work closely with ELA TOSAs to align intervention efforts with district literacy initiatives. Collaborate on developing and implementing effective literacy interventions based on District Coaches and TOSAs' expertise and district goals.</p> <p>Data Analysis and Progress Monitoring: Use data to identify students who require literacy support and track their progress over time. Share student progress data with ELA TOSAs to inform instructional planning and intervention strategies.</p> <p>Professional Development: Participate in professional development opportunities provided by the district to enhance literacy instruction skills. Collaborate with TOSAs to implement best practices in literacy instruction and intervention strategies.</p>	All Students	<p>\$45,195 Title I 1900 Other Cert Salaries .5 ELA Site Intervention Teacher \$17,123 Title I 3000 Benefits Benefits for .5 ELA Site Intervention Teacher</p>
1.3	MTSS Data Conferences and Analysis	All Students	<p>\$5,600 Title I</p>

	<p>Provide release time for teachers to:</p> <ul style="list-style-type: none"> * Analyze universal screeners and state/local data to identify trends and areas for improvement. * Collaborate, plan, and respond with best practices. * Foster collaboration among teachers to develop targeted intervention strategies. * Tailor instructional practices based on data insights to address diverse student needs. * Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child. * Use Data Collection Sheets to track individual student progress. * Evaluate intervention effectiveness and instructional strategies for continuous improvement. 		<p>1150 Teacher Sub Subs for MTSS Data Conferences \$1,399 Title I 3000 Benefits Sub Benefits</p>
1.4	<p>Professional Development: Strengthening Instructional Practices through Visible Learning and PLCs</p> <p>Implement ongoing professional development focused on Visible Learning to strengthen classroom instruction across all content areas. Teachers will engage in collaborative planning and lesson design that emphasizes clear learning intentions, success criteria, and formative assessment practices. This work will build teacher clarity, promote student ownership of learning, and improve overall instructional effectiveness. Professional development will also incorporate the PLC model to support data-driven collaboration, alignment of instructional practices, and continuous improvement through shared inquiry.</p>	All Students	<p>\$0 Central Title I 5800 Prof and Operating/Consultants Corwin Consultant \$8,615 Title I 1120 Teacher Temp Certificated PD Time Cards \$2,153 Title I 3000 Benefits Benefits for Certificated PD Time Cards</p>
1.5	<p>Supplemental Resources to Support Implementation of AVID and Visible Learning</p> <p>Purchase supplemental instructional resources and materials that support the implementation of AVID strategies and Visible Learning practices across classrooms. These may include organizational tools, student planners, focused note-taking materials, AVID curriculum supports, Visible Learning reference guides, and anchor charts that promote clarity of learning. Resources will be used to reinforce college and career readiness skills, increase student engagement, and support instructional practices aligned with clear learning intentions, success criteria, and formative assessment.</p>	All Students	<p>\$6,412 Title I 4300 Materials AVID and Visible Learning Materials and Resources</p>
1.6	<p>Supplemental Technology Licenses to Support Core Instruction</p> <p>Purchase supplemental technology licenses that enhance and reinforce the core curriculum in English Language Arts</p>	Primary Students	<p>\$500 Title I 5875 Technology Licenses ESGI License</p>

<p>1.7</p>	<p>ELD Instruction and Support for English Learners</p> <p>English Learners will receive 30 minutes of designated ELD instruction daily, delivered consistently by classroom teachers to ensure access to academic language development aligned with the ELD standards. To strengthen implementation, District ELD Coaches will provide ongoing support and modeling for classroom teachers to enhance instructional practices for EL students. Additionally, Bilingual Para-educators, certificated staff, and classified support staff will work collaboratively to provide targeted instructional support within the core curriculum, ensuring that identified EL students receive differentiated instruction and scaffolds to access grade-level content more consistently.</p>	<p>English Learners</p>	<p>\$0 LCFF</p> <p>District ELD Coach \$0 LCFF</p> <p>Bilingual Paraprofessional</p>
<p>1.8</p>	<p>Study Trips Supplementing Grade-Level Core Curriculum:</p> <p>Study trips to supplement grade-level core curriculum is to provide students with experiential learning opportunities that deepen their understanding of academic concepts and enrich their educational experiences. The following activities outline the framework for these study trips:</p> <p>Pre-Trip Preparation: Educators plan and prepare students for the study trip by aligning the objectives with grade-level core curriculum standards.</p> <p>Curriculum Integration: Study trips will be carefully designed to integrate with the core curriculum of each grade level. Hands-On Learning Experiences: Students will engage in hands-on activities, experiments, or demonstrations during the trip that complement classroom learning.</p> <p>Guided Exploration: Educators will facilitate guided exploration of the study trip location, pointing out relevant connections to classroom topics and encouraging students to make observations and ask questions.</p> <p>Interdisciplinary Connections: Study trips may incorporate interdisciplinary connections by exploring how different subject areas intersect in real-life settings.</p> <p>Reflective Activities: After the trip, students will participate in reflective activities such as journaling, group discussions, or presentations to process their experiences and make connections to the core curriculum.</p> <p>Skill Development: Study trips will provide opportunities for students to develop essential skills such as critical thinking, communication, collaboration, and problem-solving in authentic settings.</p>	<p>All Students</p>	<p>\$8,000 Title I 5872 Field Trips Entrance Fee and Charter Expenses</p>

	Follow-Up Learning: Educators will incorporate follow-up activities and assessments back in the classroom to reinforce learning from the study trip and assess its impact on student understanding and retention of core curriculum concepts.		
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
K-2 DIBELS Assessment	During the 2024-2025 school year, 55% of Kindergarten-3rd grade students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment. Grade K- 65% Grade 1-45% Grade 2- 46%	During the 2024-2025 school year, 55% of Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year ((MOY) DIBELS assessment. Grade K- %42 Grade 1-% 61 Grade 2- %58
California Dashboard: ELA	The All Students group as demonstrated on the CA Dashboard report will increase by 45.7 towards standard.The performance color for the ALL student group will move from yellow to green.	All Students were Orange on the 2024 California Dashboard. This was 57.2 points below standard. English Learners were Red on the 2024 California Dashboard. This was 81.4 points below standard.
2nd-6th iReady MOY ELA Assessment	During the 2024-2025 school year, 33% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. Grade 3-45% Grade 4-19% Grade 5-27% Grade 6-36%	During the 2024-2025 school year, 22% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. Grade 3-16% Grade 4-11% Grade 5-12% Grade 6-26%
3rd-6th Grade CAASPP English Language Arts	During the 2023-2024 school year, 31% of 3rd-6th grade students will meet or exceed standards onCAASPP/SBAC Assessments in ELA. Overall 31% Grade 3- 25% Grade 4- 27% Grade 5- 41% Grade 6- 42%	During the 2023-2024 school year, 32% of 3rd-6th grade students met/exceeded standards on CAASPP/SBAC Assessments in ELA. Overall 32 % Grade 3- 27% Grade 4- 34% Grade 5- 26.4% Grade 6-41 %
CA Dashboard: Mathematics	The ALL student group as demonstrated on the 2024 CA Dashboard report will increase by 15 points towards standard.The	All Students performed Orange on the 2024 California Dashboard.

Metric/Indicator	Expected Outcomes	Actual Outcomes
	performance color for the ALL student group will move from yellow to Green or Blue.	
K-6th iReady MOY Mathematics Assessment	During the 2024-25 school year, 29% of K-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Math. Grade K-51% Grade 1- 29% Grade 2- 20% Grade 3- 15% Grade 4- 26% Grade 5- 24% Grade 6- 39%	During the 2024-2025 school year, 18% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics. Grade K-15% Grade 1-28 % Grade 2- 16% Grade 3- 8% Grade 4- 27% Grade 5- 9% Grade 6- 18%
3rd- 6th Grade CAASPP Mathematics	During the 2023-24 school year, 31% of 3rd-6th grade students will meet or exceeded the standards on CAASPP/SBAC Assessments in Math. Overall 31% Grade 3- 26% Grade 4- 36% Grade 5- 37% Grade 6- 27%	During the 2023-2024 school year, 24.88% of 3rd-6th grade students met/exceeded standards on CAASPP/SBAC Assessments in Mathematics. Overall 24.88% Grade 3- 31.4% Grade 4- 28% Grade 5- 13% Grade 6- 25%
CA Dashboard: English Learner Progress Indicator	41% making progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.	44.5% made progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.
Professional Development Trainings, Meetings, and PLCs	95% of Certificated Staff will attend all PD, Meetings, and PLCs throughout the calendared work year as determined by sign in sheets.	98% of Certificated Staff will attended all PD, Meetings, and PLCs throughout the calendared work year as determined by sign in sheets.A

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Throughout the year, Washington Elementary implemented a range of strategies aligned to the goals identified in our SPSA. These included a strong focus on data-driven instruction, professional learning communities (PLCs), and intervention supports for English Language Arts (ELA), mathematics, and English Learner progress.

To support ELA achievement, teachers engaged in collaborative planning centered on power standards, use of common formative assessments, and data analysis cycles. Data folders were used in classrooms to help students track progress toward grade-level expectations. The ESGI assessment tool provided kindergarten teachers with real-time data to inform instruction and student grouping. These practices contributed to meeting our i-Ready and CAASPP ELA goals, with overall performance exceeding expectations on CAASPP and steady gains seen across grade levels.

In mathematics, while the CAASPP outcomes showed improvement (24.88% met/exceeded standards), the i-Ready Middle of the Year (MOY) outcomes showed that only 18% of students met benchmark. Teachers participated in targeted professional development led by the i-Ready curriculum team. Grade-level teams planned instruction around identified prerequisite skills and utilized curriculum tools to support small group instruction. While growth was evident, especially in grades 3 and 5, the gap between formative and summative assessments indicates a need to better align instruction to conceptual understanding and skill application.

For English Learners, the site exceeded its target, with 44.5% making progress toward English language proficiency according to the California Dashboard. Reclassification rates increased, and all teachers followed a designated ELD schedule. Bilingual paraprofessionals supported EL students scoring at ELPAC levels 1 and 2 through push-in and pull-

out models. Multiple professional development sessions focused on EL instructional strategies and ELPAC readiness. EL students also had access to MTSS support in both ELA and math, enhancing their academic development.

Finally, implementation of professional learning strategies was strong. 98% of certificated staff participated in all scheduled PD, PLCs, and meetings throughout the year. This collaboration allowed for alignment across grade levels and consistent monitoring of student progress.

In summary, the strategies were implemented as planned, and outcomes reflect progress in all areas, with ELA and EL progress goals met or exceeded. Continued focus on math instruction and alignment between formative and summative assessments will be a priority for the coming year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We established a material threshold of \$10,000 for expenditures related to ELA, Math, and English Learners. There were minimal material differences between the proposed and actual expenditures for Goal 1 – English Language Arts.

One key expenditure was the purchase of Heggerty phonics curriculum for multiple grade levels. This resource provided targeted support to help teachers address phonics gaps, particularly in Kindergarten and First Grade classrooms. As a result of these strategic investments and instructional efforts, we met and exceeded our articulated goal of 5% growth on the identified local measures in English Language Arts by the middle of the year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The analysis from our Comprehensive Needs Assessment identified several key strengths. One of our most notable achievements was the development of a comprehensive Multi-Tiered System of Supports (MTSS). This system includes aligned interventions, strong cohesion across grade levels in phonemic instruction, and classrooms characterized by positive teacher-student relationships. Notably, 95% of survey respondents affirmed the presence of an MTSS program, and 90% reported that it effectively supports students struggling with reading.

To build on these strengths, we will expand professional development in early literacy, with a focus on helping teachers implement the ELA Common Core Standards. Teachers will receive training through programs such as the Reading Academy. Additionally, we are introducing the Heggerty phonics program for K–3 teachers to help address foundational skill gaps in phonics instruction.

We will also implement Visible Learning strategies based on John Hattie's instructional model, alongside continued use of our Professional Learning Community (PLC) framework to improve instruction, data use, and collaboration.

In mathematics, after a thorough review, we will continue our plan to provide ongoing professional development in i-Ready Math. Teachers will have dedicated collaboration time to:

- * Analyze student data and assessments
- * Engage in lesson-by-lesson planning around power standards
- * Use curriculum-aligned prerequisite skills to close learning gaps
- * Monitor individual student progress through MyPath in i-Ready

Instructional groupings will be implemented to support tiered levels of support within classroom environments. Teachers will continue to work closely with math coaches and i-Ready consultants to build both instructional capacity and confidence.

Washington Elementary remains committed to aligning teaching practices to California State Standards and refining instructional strategies to meet the diverse needs of all learners.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social-Emotional Behavioral

Washington Elementary will increase its tiered supports to strengthen social-emotional and behavioral interventions, ensuring a more comprehensive and effective system for addressing student needs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP GOAL 3 - All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the 2024 California School Dashboard and site-level data, two key areas of need under the Social-Emotional Behavioral goal are Chronic Absenteeism and Suspension Rate.

Chronic Absenteeism remains in the Yellow performance band, though the school made notable progress by reducing the rate from 35.6% to 25.1%, a 10.5% decrease. While this improvement is significant, the school did not meet the target of achieving a Green performance level. To continue this positive trend, Washington Elementary has held Student Study Team (SST) meetings with students and families, focusing on setting attendance goals and increasing school engagement. The school will continue to implement attendance incentives, goal tracking, and expanded parent outreach to support regular attendance.

Suspension Rate is an area of concern, having increased by 1.3%, resulting in an Orange performance level. This data indicates a need for stronger Tier 3 behavioral supports and more consistent implementation of intervention strategies. While Tier 1 and Tier 2 systems (such as PBIS, ROAR expectations, and counselor check-ins) are well-established, additional focus is needed on developing restorative practices and providing targeted supports for students with repeated behavioral incidents. The school will strengthen behavioral data review through PBIS and MTSS teams and will incorporate student voice through leadership opportunities in House meetings and schoolwide events.

WestEd Identified Need #2: Pursue the goal of increasing student achievement and attendance with targeted supports for identified student and staff needs.

Related Four Domains Practice: 1.3, 2.2

Overview of findings

The data indicates that Washington Elementary faces significant challenges in improving student achievement and attendance. Chronic absenteeism has increased notably, reflecting a concerning trend in student attendance. Focus group discussions highlight several contributing factors, including inconsistent and disruptive student behavior that disrupts learning. Teachers and support staff emphasize the need for better collaboration and training to address these challenges effectively. The Four Domains CALL survey data further underscore the urgency of this priority need, showing average ratings that suggest room for improvement in monitoring goals, setting clear performance expectations, and providing rigorous instruction. Overall, the data collectively point to a critical need for targeted strategies and professional learning opportunities for staff to enhance both student achievement and attendance at Washington Elementary.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Chronic Absenteeism	2024 CA Dashboard Chronic Absenteeism Indicator: ALL Student Group is Yellow which is an decrease of 10.5% to 25.1%.	2025 CA Dashboard Chronic Absenteeism Indicator: ALL Student Group will be Green, which is a maintenance of 25.1% or lower.
CA Dashboard - Suspension Rate	2024 CA Dashboard Suspension Indicator: ALL Student Group is Orange, which is an increase of 1.3% to 3.7%.	2025 CA Dashboard Suspension Indicator: ALL Student Group will be Yellow, which is an increase/decrease of .7% to 3%
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2024-2025 Local Data: Tier 1 TFI Score 90% Tier 2 TIF Score 96% Tier 2 TIF Score 96%	2025-2026 Local Data: Tier 1 TFI Score 95% Tier 2 TIF Score 100% Tier 2 TIF Score 100%
PBIS Recognition	Gold for the 2024-2025 School Year	Platinum for the 2025-2026 School Year
Panorama Survey	60% students felt a sense of belonging and 51 % social awareness for the 2024-2025 School Year.	100% students will feel a sense of belonging and 100% social awareness for the 2025-2026 School Year.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>SEL and PBIS-Aligned Staff Training and Professional Development and Conferences</p> <p>Provide ongoing professional development and coaching for teachers, administrators, and support staff to build capacity in implementing schoolwide PBIS (Positive Behavioral Interventions and Supports) and evidence-based SEL (Social Emotional Learning) practices. Training will focus on:</p> <ul style="list-style-type: none"> * Creating trauma-informed classrooms * Establishing consistent Tier 1 behavior expectations and routines * Using restorative practices to address discipline issues * Strengthening teacher-student relationships * Integrating SEL strategies into academic instruction <p>Workshops, coaching cycles, and PLC-based reflection will support staff in understanding how student behavior, social-emotional development, and school climate impact learning outcomes.</p>	All Students	<p>\$15,000 Title I 5220 Conference Conferences to support Goals - Professional Learning Community, support Tier 1 PBIS</p> <p>\$0 Title I 5800 Prof and Operating/Consultants SEL/PBIS PD - See ATSI Goal for Funding</p>

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CA Dashboard - Chronic Absenteeism	All Student Group will obtain Green by decreasing the chronic absenteeism rate to 25.6%	Yellow - 25.1 % Which is an decrease of 10.5%.
CA Dashboard - Suspension Rate	All Student Group will maintain Green by decreasing the suspension rates to 2.2%.	Orange - Which is an increased of 1.3 %.
PBIS Recognition	2024-2025 Local Data: Tier 1 TFI Score 96% Tier 2 TIF Score 100%% Tier 3 TIF Score 100%%	2024-2025 Local Data: Tier 1 TFI Score 90% Tier 2 TIF Score 96% Tier 3 TIF Score 96%
Panorama Survey	All students continued scoring green in Sense of belonging and Social Awareness 70 % - Self Efficacy, Challenging feelings, and emotion regulation	60% students felt a sense of belonging 51% social awareness for the 2024-2025 School Year.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

After careful analysis of our Multi-Tiered System of Supports (MTSS) for behavior, data indicates that we are effectively meeting our goals at Tier 1. Tier 1 strategies included monthly awards assemblies, the use of ROAR cards (Responsible, Organized, Accepting of Others, and Ready to Learn), consistent PBIS team meetings, and structured expectations across all areas of campus, including the playground, cafeteria, hallways, and classrooms. A major highlight of our Tier 1 efforts is our House System, which has helped foster a strong sense of community and belonging among students.

Tier 2 supports included Check-In/Check-Out systems, counselor-led small groups, and data-driven PBIS meetings to identify and support students needing additional behavioral interventions.

While progress was evident in several areas, including a 10.5% reduction in chronic absenteeism, we did not meet our goal for suspension rate, which increased by 1.3%, resulting in an Orange rating on the CA Dashboard. This signals the need for stronger and more consistent Tier 3 supports. In response, we implemented Student Study Team (SST) meetings that included both parents and students, with a focus on setting individualized goals to improve attendance and engagement.

Moving forward, we will focus on strengthening our Tier 3 interventions, continue to reinforce positive school-wide expectations, and use disaggregated behavioral data to target supports more effectively.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We established a material threshold of \$10,000. There were minimal material differences between the Propo

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The Comprehensive Needs Assessment revealed that Washington Elementary has established a positive school culture characterized by high expectations for student learning. To build on this foundation, feedback from staff identified a need for additional professional development in Social-Emotional Learning (SEL) curriculum, classroom management strategies, and cultural competency.

Based on this analysis, the following changes will be made to the goal and its supporting strategies:

- * We will continue implementing our PBIS Tiered System and House System, which have contributed to a positive and structured school climate.
- * To enhance student engagement and increase their sense of belonging, we will expand student leadership opportunities by having students lead school assemblies, House meetings, and rallies.
- * Metrics will be adjusted to include student participation rates in school-wide events, as well as feedback on school connectedness through Panorama survey data.

These updates are designed to increase student voice, strengthen school culture, and further embed a sense of ownership and pride within the school community.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Parent Involvement

Strengthen parent involvement by implementing a structured communication plan that fosters regular updates, provides opportunities for parent-teacher collaboration, and encourages active participation in activities and decision making processes.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

WestEd Priority Need #1: Increase parental and family engagement.

Related Four Domains Practice: 4.2, 4.3

Overview of findings

Analysis of the collected data reveals a challenging pattern to family engagement. There is wide agreement among leaders and staff that families participate in social activities such as holiday or seasonal school events and there is a request from parents for more social activities such as movie nights. However, leaders, teachers, and staff share that very few parents engage with Washington leaders or staff in support of their students' academics and learning. While the Four Domains CALL data emphasize the presence of engagement efforts and programs on the part of the school, focus group data from multiple stakeholder groups shows the lack of family engagement specific to student learning and behavior challenges. Focus group data reveal several barriers that families identified that the school may choose to address.

Current levels of parent involvement are inconsistent and often limited to occasional events or meetings, resulting in missed opportunities for sustained collaboration between families and educators. This gap hinders the ability to provide holistic support for students and weakens the development of a strong school community.

While many parents express a desire to be more engaged in their child's education, they often face barriers such as conflicting schedules, limited communication channels, and unclear expectations about their role. These challenges highlight the need for a more accessible and inclusive approach to parent engagement—one that accommodates diverse family needs and clearly communicates the value and impact of active participation.

Feedback from both parents and teachers indicates that families are more likely to attend performances and social events, but less likely to participate in academic-focused opportunities. Addressing this imbalance will require intentional efforts to design events and communication strategies that foster deeper, ongoing involvement in students' academic success.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Increase Participation in Academic Events</p> <p>By April 2026, parent attendance at academic-focused events (e.g., Back-to-School Night, Parent-Teacher Conferences, Family Literacy/Math Nights) will increase by 20% compared to the previous year, as measured by sign-in sheets.</p>	60% of parents participated in Academic Events	80% of parents will participate in Academic Events
<p>Improve Participation in Feedback Opportunities</p> <p>By April 2026, participation in the annual parent survey will increase by 15% over the previous year, providing a broader representation of family input on school programs and priorities.</p>	new Metric	
<p>Expand Participation in Workshops and Trainings</p> <p>By April 2026, at least 40 families will attend school-hosted parent workshops on academic strategies, SEL, or ELPAC/CAASPP preparation, as measured by workshop attendance logs.</p>	New Metric	
<p>Track Two-Way Communication</p> <p>By April 2026, 90% of classroom teachers will document two-way communication with parents (e.g., phone calls, conferences, ClassDojo messages) at least once per trimester, as tracked through teacher logs or communication tools.</p>	New Metric	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>School-Community Organized Events/Activities</p> <p>Throughout the school year, there will be organized activities such as parent-teacher conferences, workshops, educational and social parent/student events, ELAC and SSC meetings, and volunteer opportunities to facilitate parent participation in the school community.</p>	All	<p>\$500</p> <p>Title I: Parent Involvement</p> <p>4325 Food For Meetings</p> <p>Open P.O. for Meetings</p>

	<p>Student-Led Family Engagement Events – Encourage student-led events, such as multilingual literacy nights or cultural celebrations, to create a comfortable and engaging atmosphere that fosters parental participation.</p> <p>Home-School Partnerships – Develop a system where teachers and staff make personal outreach efforts (phone calls, home visits, etc.) to build relationships and provide guidance on how parents can support their child's education.</p>		
3.2	<p>Communication</p> <p>Dedicated to fostering clear and effective communication with parents, we will provide regular updates and important information through various channels, including flyers, email newsletters, parent portals, and mobile apps. Communication will include school events, academic progress, and important announcements. In addition, we encourage ongoing dialogue about students' individual needs and achievements to ensure they receive the best support.</p>	All	<p>\$500</p> <p>Title I: Parent Involvement</p> <p>5715 Print Shop</p> <p>PBIS and Communication</p> <p>Fliers</p> <p>\$1,912</p> <p>Title I: Parent Involvement</p> <p>5800 Prof and</p> <p>Operating/Consultants</p> <p>Planners</p>

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Back to School Night	In 2024-2025 85% of parents are expected to participate in Back to School Night.	In 2024-2025 we had 70 percent of parents participate in Back to School Night.
Sign In Sheets for Parent/Teacher Conferences	In 2024 -2025 80% of parents are expected to participate in Parent Teacher Conferences.	In 2024 -2025 we had 70 % of parents participate in Parent Teacher Conferences.
Open House	In 2024-2025 - 85% of parents are expected to participate in Open House.	In 2024 we had 85% of parents participate in Open House.
School Site Council	In 2024-2025 - expected to maintain 5 parents participating on School Site Council.	In 2024 -2025 we had 5 parents participating in School Site Council.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

After careful analysis, it is evident that parent involvement is strong during social and community-building events, such as performances, Lunch on the Lawn, and the Harvest Festival. However, participation is significantly lower at academic-

focused events, including Parent-Teacher Conferences and Coffee Hour sessions designed to discuss school goals, academic services, and campus safety.

While we offer a variety of meetings aimed at fostering family engagement in student learning and school decision-making, attendance remains inconsistent. One contributing factor is that many of our families are non-English speaking, and we have identified a need for additional support from paraeducators to provide translation during parent events and meetings.

To improve academic engagement, we will:

- * Increase language access and interpretation services
- * Align meeting times with family availability
- * Provide clearer communication on the purpose and benefit of events like conferences and informational sessions

Our goal moving forward is to bridge the gap between high attendance at social events and low participation in academic and governance-related meetings by making these opportunities more accessible, inclusive, and family-centered.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We established a threshold of \$10,000 for material differences. For this Parent Participation goal there weren't any actions and services that exceeded the material difference threshold.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The outcomes from the Comprehensive Needs Assessment indicate that increasing parental and family engagement remains a high-priority area. Data revealed a consistent pattern: while families regularly attend social and performance-based events, participation in academic-focused opportunities remains low. Notably, 58% of survey respondents reported low to moderate attendance at Parent-Teacher Conferences.

In response, a collaborative team of teachers, parents, and school leaders developed a set of targeted strategies to address this engagement gap:

- * Increase parent outreach efforts, including multilingual communication and personalized invitations to academic events.
- * Provide professional learning for teachers and staff focused on building trusting relationships with families and fostering inclusive communication.
- * Develop "Parent Commitments" that outline shared academic and behavioral expectations between school and home.
- * Incorporate families into the school's House system, by inviting them to participate in House events and activities that promote school pride and a sense of belonging.
- * Share John Hattie's Clarity Framework with families to build understanding around lesson design, learning intentions, and success criteria.
- * Implement an "Attendance Commitment" initiative that includes family incentives, recognitions, and celebrations for consistent student attendance.
- * Encourage classroom volunteering, and expand parent education opportunities by offering workshops that include childcare services.

These adjustments will be reflected in updated metrics and action steps, with an emphasis on shifting from one-time event attendance to sustained, meaningful engagement that directly supports student learning and well-being.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

ATSI Goal - Chronic Absenteeism and Suspension Rate

The educational outcomes of our Asian American will mirror that of the general population (All Students group on the dashboard).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of the California School Dashboard and local data reveals that the Asian American student group has experienced significantly higher rates of chronic absenteeism and suspension compared to the All Students group. While the All Students group improved in chronic absenteeism and remained stable in suspension rate, the Asian American subgroup was identified for Additional Targeted Support and Improvement (ATSI) due to its performance level falling below the threshold on these two key indicators.

The goal is for the educational outcomes of Asian American students to mirror those of the general student population, specifically in terms of school attendance and behavioral outcomes. This performance gap indicates a need for more targeted intervention, culturally responsive engagement, and consistent tiered supports.

To address these disparities, the school has taken the following steps:

- * Implemented Student Study Team (SST) meetings with students and families to identify root causes of absenteeism and develop individualized attendance goals.
- * Increased parent communication and outreach efforts, including translated materials and interpretation support to improve family-school connections.
- * Strengthened PBIS and MTSS frameworks, with a focus on refining Tier 2 and Tier 3 supports, and monitoring disaggregated data for early identification and intervention.

These strategies are designed to ensure that Asian American students are equitably supported, and that their outcomes in attendance and discipline align more closely with the overall student population.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: Chronic Absenteeism Subgroup: Asian American	Decreased by -19.8 to 23.1% (9/39) achieving a Performance Level Color of Orange and a Status of Very High	20% or less of Asian Student Group will be chronically absent on the 2025 Dashboard to obtain Yellow
CA Dashboard: Suspension Subgroup:	Increased by +5.1 to 9.5% (4/42) achieving a Performance Level Color of Red	9.2% or less of Asian Student Group will be suspended one day or less on the 2025 Dashboard to obtain Orange

Asian American	and a Status of Very High	
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>Positive Behavioral Intervention and Supports Collaboration</p> <p>To target chronic absenteeism for Asian students and students with disabilities through Positive Behavioral Intervention and Supports (PBIS) collaboration, Washington will implement the following strategies:</p> <p>Leadership and Coordination: Assign a PBIS team leader responsible for overseeing the implementation of PBIS specifically focusing on chronic absenteeism. Coordinate efforts across the school community to ensure all stakeholders, including administrators, teachers, staff, students, and families, are engaged in addressing chronic absenteeism. Facilitate regular team meetings dedicated to planning, monitoring, and adjusting PBIS initiatives aimed at reducing chronic absenteeism. Ensure documentation of these meetings is maintained.</p> <p>Data Collection and Analysis: Collect and analyze attendance data to identify trends and patterns related to chronic absenteeism among Asian students and students with disabilities. Use data to make informed decisions about interventions and supports tailored to address the unique needs of these student groups. Monitor the effectiveness of PBIS strategies and interventions in reducing chronic absenteeism over time.</p> <p>Developing and Implementing PBIS Systems: Establish clear behavioral expectations related to attendance for all students, including Asian students and students with disabilities. Develop and implement a tiered system of supports that includes targeted interventions for students at risk of chronic absenteeism. Design proactive strategies such as incentives, mentorship programs, or personalized support plans to prevent chronic absenteeism among Asian students and students with disabilities.</p> <p>Training and Professional Development: Provide training to staff specifically addressing the intersection of PBIS principles with the needs of Asian students and students with disabilities.</p>	<p>Student Groups: Asian Students with Disabilities</p>	<p>\$ Title I 1120 Teacher Temp See Goal 2 for Funding Allocation</p>

	<p>Support staff in implementing attendance-focused PBIS strategies in their classrooms and across the school environment.</p> <p>Collaborate with outside experts and resources specializing in supporting diverse student populations to enhance staff training and professional development.</p> <p>Supporting Staff and Students: Offer guidance and resources to teachers and staff for implementing attendance interventions effectively. Provide direct support and guidance to Asian students and students with disabilities who require additional assistance in overcoming barriers to attendance. Foster a positive and inclusive school culture through PBIS initiatives that prioritize the attendance and well-being of all students.</p> <p>Family and Community Engagement: Involve families of Asian students and students with disabilities in PBIS activities and initiatives focused on addressing chronic absenteeism. Communicate PBIS principles related to attendance expectations to families and seek their input and support in promoting regular attendance. Collaborate with community organizations to leverage resources and support systems that can contribute to reducing chronic absenteeism among the targeted student groups.</p> <p>Evaluation and Continuous Improvement: Regularly evaluate the effectiveness of PBIS practices and interventions in reducing chronic absenteeism among Asian students and students with disabilities. Use evaluation findings to make data-driven decisions and improvements to the PBIS framework tailored to the specific needs of these student populations. Ensure ongoing fidelity and sustainability of PBIS implementation by continually assessing and refining strategies to address chronic absenteeism.</p>		
4.2	<p>Training and Professional Development:</p> <p>Provide training to staff specifically addressing the intersection of PBIS principles with the needs of Asian students and students with disabilities. Support staff in implementing attendance-focused PBIS strategies in their classrooms and across the school environment. Collaborate with outside experts and resources specializing in supporting diverse student populations to enhance staff training and professional development.</p>		<p>\$5,000 Title I 5800 Prof and Operating/Consultants Diversity Training</p>

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CA Dashboard: Chronic Absenteeism Subgroups: Asian Students with Disabilities	42.4% or less of Asian Student Group will be chronically absent on the 2024 Dashboard to obtain Orange 45.3% or less of Students with Disabilities will be chronically absent on the 2024 Dashboard to obtain Orange	23.1 % or less of Asian Students were Chronically Absent on the 2024 Dashboard and maintained Orange-decline of 19.8 . 39% of Students with disabilities obtained Orange on the 2024 CA Dashboard and maintained Orange-decline of 6.8%

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

After careful analysis, data shows that chronic absenteeism decreased for both the Asian student group and Students with Disabilities, meeting the targeted improvement levels on the 2024 CA Dashboard. This progress reflects the effective implementation of PBIS Tier 1, 2, and 3 supports, as well as targeted attendance interventions.

Key strategies included:

- * Check-ins and Student Study Team (SST) meetings to support students with chronic absenteeism.
- * Individualized attendance goal-setting as part of the SST process.
- * Multilingual communication with families in Punjabi, Spanish, and English to ensure inclusive outreach and support.
- * Recognition systems to celebrate individual student progress toward attendance goals.

Despite improvements in absenteeism, the school experienced an increase in suspensions for Asian students, resulting in a need to more closely examine disciplinary data. In response, the school plans to:

- * Analyze suspension trends to better understand the behaviors leading to suspensions and the referral sources.
- * Engage families in the planning process to ensure culturally responsive and restorative strategies are in place.
- * Strengthen Tier 3 behavioral supports and expand restorative practices to address behavior proactively and reduce exclusionary discipline.

These actions will ensure continued progress toward equitable outcomes and further support student engagement and well-being.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We established a threshold of \$10,000 for material differences. For this ATSI goal there weren't any actions and services that exceeded the material difference threshold

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Following a review of our Comprehensive Needs Assessment, conducted with input from parents, students, teachers, and other stakeholders, we have identified several enhancements to our current goal, outcomes, and strategies related to chronic absenteeism and suspension reduction.

We will continue to implement our PBIS Tier 1, 2, and 3 strategies, as these have contributed to measurable improvements in attendance for key student groups. However, to address remaining challenges—particularly the increase in suspensions for the Asian student group—we will integrate the following changes:

- * Increase parent involvement opportunities that specifically focus on strategies to support students both academically and socially, at home and in school.
- * Ensure family engagement efforts are multilingual, with all events and materials accessible in Spanish and English.
- * Leverage the House System to celebrate positive attendance and pair students with peer and staff mentors to foster connectedness.
- * Incorporate attendance awards into existing Academic Awards Assemblies, further elevating the importance of consistent attendance alongside academic achievement.
- * Track attendance and behavior data more systematically, using it to create and monitor personalized intervention plans for students at risk.
- * Implement restorative practices, such as Restorative Circles, to proactively address conflict and reduce suspensions.
- * Expand SEL programming to support students' emotional regulation, social awareness, and decision-making skills.

These changes will be reflected in the updated metrics, activities, and strategy sections of the SPSA, specifically under the Social-Emotional Behavioral Goal and associated action items addressing Chronic Absenteeism and Suspension Rate.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$117,909.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$117,909.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$114,997.00
Title I: Parent Involvement	\$2,912.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$117,909.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Central Title I	\$0.00
LCFF	\$0.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$117,909.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Central Title I	0.00
LCFF	0.00
Title I	114,997.00
Title I: Parent Involvement	2,912.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1120 Teacher Temp	8,615.00
1150 Teacher Sub	5,600.00
1900 Other Cert Salaries	45,195.00
3000 Benefits	20,675.00
4300 Materials	6,412.00
4325 Food For Meetings	500.00
5220 Conference	15,000.00
5715 Print Shop	500.00
5800 Prof and Operating/Consultants	6,912.00
5872 Field Trips	8,000.00
5875 Technology Licenses	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1900 Other Cert Salaries	Central Title I	0.00
5800 Prof and Operating/Consultants	Central Title I	0.00
	LCFF	0.00
1120 Teacher Temp	Title I	8,615.00
1150 Teacher Sub	Title I	5,600.00
1900 Other Cert Salaries	Title I	45,195.00
3000 Benefits	Title I	20,675.00
4300 Materials	Title I	6,412.00
5220 Conference	Title I	15,000.00
5800 Prof and Operating/Consultants	Title I	5,000.00
5872 Field Trips	Title I	8,000.00
5875 Technology Licenses	Title I	500.00
4325 Food For Meetings	Title I: Parent Involvement	500.00
5715 Print Shop	Title I: Parent Involvement	500.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	1,912.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	94,997.00
Goal 2	15,000.00
Goal 3	2,912.00
Goal 4	5,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Gina Lopez	Principal
Mari Gonzalez	Other School Staff
Morgan Reider	Classroom Teacher
Jennifer Jackson	Classroom Teacher
Sara Estrella	Classroom Teacher
Tara Spagnola	Parent or Community Member
BrAnn Congrave	Parent or Community Member
Stephanie Haner	Parent or Community Member
Laura Suess	Parent or Community Member
Brittany Duncan	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



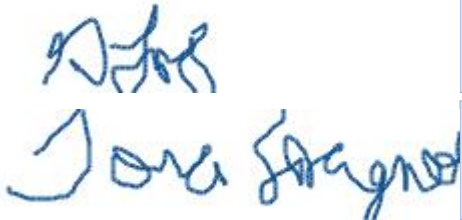
English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 22, 2025.

Attested:



Principal, Gina Lopez on April 22, 2025

SSC Chairperson, Tara Spagnola on April 22, 2025